

# LINK UP

TE WHAKAHONONGA  
CONNECTING  
TE KURA STUDENTS

E WHAKAHONO ANA I NGĀ  
ĀKONGA O TE KURA ME Ō  
RĀTOU WHĀNAU, HAPORI HOKI

 **Te Kura**  
TE AHO O TE KURA POUNAMU  
THE CORRESPONDENCE SCHOOL



ISSUE NO. 42 | DEC 2019

# KO TĀ MIKE KŌRERO



## **Whāia te ara hauora, Whītiora – Explore your way to wellbeing.**

This year's theme for our Mental Health Awareness Week resonated with me on many levels. At Te Kura, the concept of personal exploration underpins our approach towards personalised learning programmes, and is a key element of our Big Picture learning philosophy. One of our five Big Picture principles is Kotahitanga, or wellbeing. Ākonga learn through a range of integrated learning opportunities that support their overall development. The fundamental thing with Big Picture is relationships – not just between ākonga and kaiako, but also with whānau and the community.

The ākonga/kaiako relationship is flexible and collaborative. The whole approach is aimed at putting ākonga at the centre of their learning and playing to their strengths. It is highly personalised and based on their interests, passions and potential. We regularly provide opportunities for our ākonga to share their aspirations and reflections so they feel actively involved in their learning and we can support them to achieve their goals.

We encourage our ākonga to explore activities, experiences and relationships that make them feel good and provide motivation to connect with their whānau and wider community in a

variety of ways. A great example of this is our feature story on raranga. Our first ākonga to do weaving for NCEA talks about how she feels completing the work. "You know how when you play games you escape from reality hours at a time? Well I feel like that when I'm weaving, only I'm not just wasting time in front of a screen..."

Participating in sports, creative pursuits and other adventures allow opportunities for ākonga to engage in self-directed learning and foster a sense of achievement and belonging. These experiences help to build foundation skills such as mindfulness, communication and self-awareness, which increase self-confidence and the desire to explore life beyond school.

I enjoy meeting our ākonga, learning about their individual learning contexts, discovering their observations about the world around them, how they see themselves and where they would like to be in the future. Every learning journey is different, and every story is unique.

This issue of Link Up Te Whakahononga showcases stories that celebrate personal development, making connections with others and taking time to focus on your general wellbeing. They offer some great inspiration for the upcoming summer break.

I wish everyone a restful and safe holiday season.

Kia tau te rangimārie.

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**Cover:** *Raranga*, photo by Soraya McConachy.



FEATURE  
STORIES  
NGĀ KŌRERO  
MOTUHAKE

# RARANGA

**A new course at Te Kura this year offers not just cultural, but also therapeutic value.**



The Māori art form of raranga, or weaving, was introduced as an NCEA subject this year. Almost 50 ākonga have so far enrolled in the raranga course, the results of a partnership between Te Kura and the Hetet School of Māori Art.

Te Kura kaiako, Christine Te Kiri, describes it as not just a visual arts subject but one which complements kaupapa Māori, as well as logical and sequential learning.

“It’s also great for those who just like to use their hands.”

Christine says what is particularly exciting about the new course is that it is taught by a true doyenne of weaving, Veranoa Hetet. Veranoa is the great granddaughter of Rangimārie Hetet, who, in the 1950s, was called on by the Māori Women’s Welfare League to help save the art from extinction.

Taking on the task, Rangimarie, along with her daughter, Diggeress Te Kanawa, became renowned as tohunga raranga and kaiako (teachers), both nationally and internationally.

“The Hetet family is now carrying on that great legacy to teach and conserve this very traditional and important Māori art form,” Christine says.

Another member of the Hetet family, Lillian, says the partnership with Te Kura is important because it will take raranga to more people. She says it provides many benefits for the weaver.

“It’s not only of cultural value, it’s also very therapeutic. While you’re weaving, it’s something that takes your full concentration.” There are also environmental and economic spin-offs – the resource is free, easily accessible and sustainable, and it is a product that is saleable.

The most common form of weaving is kete, starting with the simply four-cornered kono, the two cornered konai and the oblong, kono roa. Tāniko, a more difficult basketry, is the oldest form of weaving technique in the country.



Photos by Soraya McConachy.

Offered online, the course has 14 credits at NCEA Level 1 available.

Weaving ākonga Dara loves the online delivery. "It's been really helpful learning like that because if you keep having to ask the teacher to repeat what they said, it's going to bug everyone. But the lessons are online, and you can just rewind and go back as many times as you need."

Dara, on target to become the first ākonga to gain an NCEA qualification in weaving, says it has many pluses.

"You know how when you play games you escape from reality hours at a time? Well I feel like that when I'm weaving, only I'm not just wasting time in front of a screen – I can sell it or give it to someone as a gift."

Te Kura Deputy Chief Executive: Learning, Design and Evaluation Te Rina Leonard says raranga is one part of the school's Kaupapa Māori studies and is an opportunity for students to demonstrate their skills and knowledge of Te Ao Māori.

"And what students are finding is that this is a terrific and exciting art form."

# CNR SECONDARY ONLINERS



Te Kura kaiako Lou Irwin.

**The CNR Secondary Onliners programme was originally set up to encourage ākongā in the Central North Island region to become effective online learners.**

It provides both kaiako and ākongā an online platform, YouSeeU, which can be accessed from anywhere with an internet connection, using a link and Chrome browser. The sessions are a great place to get subject or pastoral assistance, socialise and feel connected with the Te Kura community. Ākongā regularly meet with their advisory group and kaimanaaki (learning advisor) and the session times and topics vary each week.

Te Kura kaiako Lou Irwin says the Health and Physical Education sessions have provided valuable support for ākongā.

“Throughout the year Phobie Howarth and I have been running either one-on-one online advisories which have been very personalised and focused on individual goals, or our regular Thursday online advisories which were run with a group of students. Phobie and I had the privilege to get to know our ākongā as individuals first and meet them and their whānau to help build a strong relationship and gain trust. These coaching and mentoring

conversations are the foundations for effective relationships.

The next step was introducing YouSeeU. When visiting we tried out the platform to ensure all technical issues were solved and ready prior to rolling out our online advisories and ensure our ākongā felt safe and comfortable and knew what to do.

This then evolved to be ākongā driven and interest-based. Ākongā chose how they wanted to communicate; either by message, speaking or video. The topics covered in Term 3 were from My Mahi and driven by our ākongā feedback prior to starting the term. Typically, Phobie would start with an icebreaker activity and then we would move onto the chosen content for 30 – 60 minutes. We'd like to reinforce that this would not have been successful without the strong connections, high trust and rapport built with our ākongā prior to moving to online advisories.”

Here are some comments from Te Kura ākonga:

- "I enjoyed this because it meant having contact with my learning advisor to help with any issues Lou has also shown me to not be afraid to ask for help."
- "I enjoy them because it gives me the opportunity to ask any questions I may have with my work or just in general."
- "Regular contact with Lou and other students."
- "It makes me more focused on my weekly goals and work."
- "Knowing that there are other students out there working online – I'm not alone."
- "Great to jump online and get more work done while listening to others learning."
- "Great regular communication and focused learning."

To find out more about online advisories in your region, please contact your kaiako or kaimanaaki.



Phobie and Lou.

# ADVENTURES IN WRITING

By Denika Mead



Photo by Jasmine Robins.

I have always dreamt of becoming a published author and for as long as I can remember have loved creating worlds, characters and stories. At the start of this year, I was excited to find out that two of my manuscripts were finalists in the New Zealand Youth Laureate Competition. I decided that I was going to try and self-publish one of the two stories before I turned 16. My inspiration for the story, *Royal Orchid: The Death-Hunters*, came from a 3D penguin bookmark which seemed to me to have a whole world within it.

I thought the story was pretty much finished at this point, but I had no idea it was going to take almost another year to turn it into a finished product.

Following the Youth Laureate Competition, I sent the manuscript to friends to gather feedback. After their comments, I added another 5,000 words. I found a professional editor and proofreader who both gave me really helpful feedback on how to improve my writing. Working with professionals meant I had to learn how to work to deadlines which was challenging but important as without time limits I'd probably still be writing the book! There were problems I encountered that I didn't expect such as typesetting my book.

I hadn't considered the need to think about the layout of the chapters and text. I wanted illustrations in my book and have included a kea on the chapter headings and a ghost orchid flower designed by one of my friends. The blurb on the back of the book was one of the harder aspects to get right. It proved incredibly difficult to sum up the book in a way which would attract readers without giving away spoilers. I ended up going through at least 15 versions!

At my book launch I got the opportunity to thank everyone involved and talk about what an amazing process self-publishing has been. I'm so grateful to everyone who has purchased *The Death-Hunters* and am proud to say I sold out within the first three weeks, and have had to order another print run, which is so exciting! Now that *The Death-Hunters* is finished, I need to switch my attention to marketing. I'm selling my book at the underground market on the Wellington waterfront with a collective of local authors. I'm thrilled that *The Death-Hunters* has been requested by a few libraries around the country and is already on the shelves of a couple of bookshops; *The Children's Bookshop* in Christchurch and *Writer's Plot* in Upper Hutt.

I'm planning on trying to get my book into more libraries and bookshops, but think I'll wait until after NCEA exams.

This whole journey has been such a huge learning experience, and I've learnt so much along the way, like how to work with professionals, including the cover designer, printer, map designer and editor.

It's been such a fantastic experience, and I'm really proud of the finished novel. Now I've just got to write the next one...

## ROYAL ORCHID: THE DEATH-HUNTERS

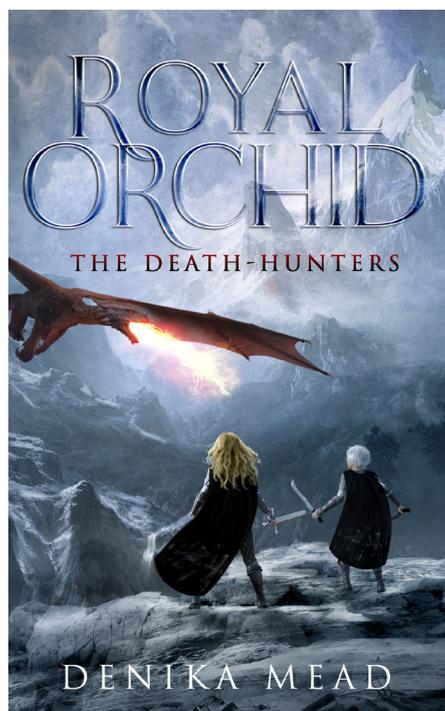
*A vengeful dragon.*

*A magician lurking in the shadows.*

*A ragtag team fighting to stop the planet from plunging into turmoil.*

When fourteen-year-old Ivy falls through a portal into Ghost Orchid, she is scared and alone. Then, she meets a group of teen rebels fighting to save the icy wasteland. But are they really the good guys? Or are they as crazy and dangerous as they seem?

Struggling to understand her place in this strange world, she listens to a slithery voice in her head which promises a way out – a way home. But is she prepared to abandon her new friends, her kea and snow-mouse? Or will she stay and fight to stop Ghost Orchid and Earth from descending into chaos?





**STUDENT  
STORIES**  
NGĀ KŌRERO  
Ā NGĀ ĀKONGA

# A PASSION FOR ROLLER SKATING

**Milah van Niekerk has been home schooled all through her life and started with Te Kura in 2018.**

Her favourite subjects are Maths, Biology, Chemistry, Physics and Singing.

Milah has an inner drive to push herself both academically and with her extra-curricular activities. Skating brings Milah much pleasure and she enjoys her time spent on the rink, extending both her talent and her passion to express herself.

Milah joined the Rotorua Roller Skating Club soon after it was established. She quickly realised that she enjoyed the sport and started to work her way through badge class, earning her NZ Federation of Roller Sport badges. Her natural next step was to progress on to her NZ Federation medal testing. She passed medal five in March 2019, and participates in various disciplines of artistic roller skating, including individual long and short freestyle routines. These consist of compulsory jumps, spins, travels, footwork and a choreographed artistic component.



She also works with fellow skaters as part of a small show skate group. The group requires hours of dedicated practice and teamwork to achieve co-ordinated, synchronised performances. This paid off in Melbourne recently, where her show group won Gold for their James Bond-themed performance. The group is now aiming towards possibly attending the 2021 World Roller Games in Buenos Aires.

This year, Milah started a new discipline, Free Dance, which she has thoroughly enjoyed so far, and started her coaching course to assist her coach, David Hook. She hopes to qualify as a coach in the next couple of years. On Friday afternoons, Milah helps to teach the Rotorua Roller Skating Clubs badge classes, passing on her knowledge to the new and upcoming skaters of the local club. She was recently presented with the Golden Heart Award Cup by all the skaters and committee members as the best team player in 2019.

Ka mau te wehi!

# REFLECTIONS ON PEARL HARBOUR

**20 – 28 September 2019 were significant dates for Te Kura, as four Northland ākonga, Drae Adams, Pele Vaea, Alina Struneski-Turner and Kate Hardstaff, took to the skies on an educational trip overseas, destination Hawaii.**

The primary goal was to visit the heart and soul of the tragedy that befell Pearl Harbour on 7 December 1941, however, there was also the opportunity to gain an understanding of colonisation, absorb the modern culture and appreciate the beautiful natural environment.

Leading up to the journey, Te Kura kaiako Sally McGunnigle-Trail and Sharlene Rogers guided the group through eight months of cross-curricular project work, which included soft skill development and fundraising initiatives. Says Sally, "It was a pleasure to share the experience with these lovely young ladies."

The travelers recorded daily reflections about their experiences:



*"It was fascinating to see the American perspective of everything that happened at Pearl Harbour."* – Drae

*"I felt very emotional watching the footage of the bombing of Pearl Harbour and particularly the clip of the USS Arizona being bombed."*  
– Kate

*"We learnt so much about the segregation within the sugar cane industry."* – Alina

*"It was thought-provoking to learn about the relationships between people of the same ethnicity as well as the systematic oppression of minorities."* – Pele

# TE KURA ĀKONGA WINS UCOL AWARD

Congratulations to Catherine Hill, winner of the UCOL Dedication Award for her U-Skills Health course. Catherine's lecturer praised the high quality of her work and her disciplined approach to learning. Tino pai!





Rebecca with her Te Kura kaiako.

## KIA ORA TO REBECCA TSAI

**Rebecca Tsai, one of our former overseas students, recently visited the Wellington office to meet with her teachers.**

While enrolled with Te Kura, Rebecca completed NCEA Level 3 with Merit and was awarded University Entrance. She achieved Merit endorsements for Biology and Physics at Level 3 and Chemistry at Level 2 and is currently studying Vet Science at Massey University.

Rebecca was able to achieve her learning goals while at the same time competing in golf tournaments in the USA, Taiwan and China.

Tino pai rawa atu!

## CONGRATULATIONS TO TE KURA SWIM TEAM

**Congratulations to Hannah Moore and Lyall Hill, our first co-ed team at the New Zealand Secondary School Swimming Championships.**

The championships were held in Hamilton over 12 – 15 September 2019 and attracted schools from all over New Zealand. Overall, Te Kura ranked 48th out of 66 schools in the co-ed category. This was an impressive result, with our team ranking higher than schools with more competitors.

Lyall says it was an awesome experience.

“This was my second time competing at this meet. Personally, I achieved seven new personal bests from 10 races, my two best placings being fifth in the 100 metres and 200 metres breaststroke.”

“Overall I was happy with my performance, and it was great to meet another competitor from Te Kura and represent the school.”



Hannah and Lyall.

# I AM AUTISTIC AND I AM PROUD

**Declan Lavery is leading the way in meeting the challenges in learning for unreliably speaking students.**

Declan is enrolled in several NCEA Level 1 and Level 2 courses and uses a Spell to Communicate method to complete his work, with his mum Annette as his communication partner.

*"I am an autistic person. Just because I am autistic doesn't mean that I don't want to be normal and have friends and do stuff with them, because I am normal inside. Please don't judge me by my actions, but by what I can do. I am capable of feeling your judgements, and it makes me feel sad. Please show me respect and kindness." – Declan*

## MY SAFE PLACE

There is a place in my home that's just for me! People may wonder why I spend so much time there so let me explain how I see the world. For many of you the world is easy to navigate but unfortunately that's not the case for me. You see, I am autistic and with that diagnosis comes a host of sensory issues. Now, you may wonder what this has to do with spending so much time in my room.

Firstly, I see the world as a scary and unpredictable place, some things I don't understand why I do them. The thing I most struggle with is not knowing when things might happen. So, in order to protect myself I retreat to my safe place where I am in control and have the things around me that help me regulate my body. This might sound strange but what most people don't understand about autism is that it's a body mind disconnect, so what you see is no reflection of what's going on in my head.

There are many reasons why I go to my safe place. One is to block out the stimuli of the



white noise which many of you don't even notice. You see, I have extremely sensitive hearing. I hear things metres and metres away and even hear conversations in another room – this is how in tune my hearing is. The conversations race round my head like a whirling tornado with bits of information flying everywhere. This feeling appears to have no end. Believe me I wish I could block it out. That's why I have music constantly playing so it can distract me from hearing those conversations.

Another reason why I spend so much time in my room is that I have sensory issues around light. I have the blinds closed to ensure no sunlight gets in as it feels like someone is using a light sabre and it burns. Imagine not wanting sunlight! That's also why I wear sunglasses when I'm outside. Being in my room allows me to control the amount of light I let in.

My room is my sanctuary, like a cocoon that keeps the insect safe until it's ready to hatch. It allows me to have some control of this unpredictable world we live in – for now.

This is my current reality but not my destiny. For me to emerge from my cocoon I know I'll have to work hard on my sensory issues and ensure I have a more regulated body.

That's when I see the world holding exciting opportunities for me to live a life I truly desire. To go to university, make friends and enjoy independence like others.

When this happens, my safe place will be a distant memory.

# AN EMERGING COMPOSER

**Former Te Kura music student Kirsten Strom is quickly becoming recognised as a composer of note. She is also a conductor and creative writer.**

Kirsten has kept in touch with us since moving on to tertiary studies at Auckland University in 2014, mostly through the Te Kura Music page on Facebook.

Her music has been performed internationally, commissioned, aired on RNZ National, and has been played and recorded by chamber groups such as Aroha String Quartet (2015) and Antipodes Percussion Project (2017). Her work 'Time is Money' won the Suitcase Percussion Competition and Audience Choice Award.

During her formative years Kirsten lived on three continents which has given her an international perspective. Current concerns include a social conscience, mixed media, and the complex beauty of nature.

As early as 2015, her work 'WAVering Lines' was premiered and later recorded by pianist Bradley Wood and 'Purity' by the Aroha String Quartet. Another orchestral work, 'Ice', won the Orchestra's Choice Award in the Todd-NZSO Young Composers Awards in 2017. During that year Kirsten was the artist-in-residence for the Estalagem Live Electronics Residency in Madeira. Her choral work 'Ktisis' was premiered in 2018 by Taipei Chamber Singers, representing New Zealand in the Asian Composers League Festival, Taiwan.



Kirsten and Joan.

She was named the 2018 Young Composer-in-Residence with the Auckland Philharmonia Orchestra, and composed 'Wake-Up Call' for orchestra and smartphones.

2019 has been a big year for Kirsten. In July, 'Ice' was recorded by the NZSO as part of the the 2019 NZ Composer Sessions. Te Kura music kaiako Joan Aitken was able to attend the concert and meet Kirsten for the first time. Kirsten has also released her own album, 'Wavering Lines', which can be found on Spotify and iTunes.

Kirsten is about to head off to London, where she has been accepted into the Royal Academy of Music's Master of Music in Composition programme. It is a huge honour to be accepted by one of the top music schools in the world. We wish her well in her studies, and we are sure to hear more from this emerging New Zealand composer.

Kirsten has to support herself while studying in London and has set up a GoFundMe page where listeners can donate if they wish: <https://www.gofundme.com/f/kirsten-strom>



Te Kura

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# STUDENT WORK

NGĀ MAHI Ā  
NGĀ ĀKONGA

# Ithaca-Jane and Grandpa's microscope



**Early Childhood ākonga Ithaca-Jane, 4, is completely enamoured by the images she produces with her grandpa's microscope and camera. She is borrowing the microscope while Grandpa is traveling overseas.**

Her mother says Ithaca-Jane is incredibly proficient with the microscope. She can set it up, focus very accurately and take the photos independently. She is intrigued with colour, texture, patterns, and identifies tiny little creatures moving around on some of the things she is magnifying (leaves, flowers etc.). Each time we go outside, she says, "Oh wow, let's look at this under Grandpa's microscope!" It's a lot of fun.

Ithaca-Jane has a lot of patience finding the focus and taking the pictures and enjoys sharing her findings with others. Her photographs include plants, insects, man-made objects, soil, sand, stones, plasticine and wool, just to name a few!



# Good role models are important for teenagers

By Tairahia Wharepapa

***Ka pū te ruha ka hao te rangatahi – As the old net withers, another is remade.***

When an elder is no longer fit to lead, a healthier leader will stand in his place. However, if we do not have role models to grow healthier leaders, who then will lead us into the future?

My name is Tairahia Wharepapa. I am fortunate enough to have great role models in my life to help craft me into the person I am today, a future leader. I strongly believe that good role models are important for teenagers. I am here to encourage adults of today to step up as role models for teenagers across the world.

Here is an example of a man who is a great role model to myself and my fellow peers. Dr. Ngapo Wehi has normalised kapa haka (Māori performing arts) which has further impacted on ensuring rangatahi are strong in their cultural identity. Dr. Wehi has been an advocate for rangatahi in ensuring youth are knowledgeable on who they are, their past, present and future. Teenagers have gained an understanding from this man that to know where you are going you must know where you have come from. Dr. Wehi has

used kapa haka as a vehicle to share and instill this knowledge in others to further on share to generations to come. Due to these courageous acts that Dr. Wehi has done for rangatahi, I strongly believe that this man is a great example of a good role model. A man of great values, a leader for all people. An example of the wise words shared by Dr. Wehi are "*Ki te wātea te hinegaro, me te kaha o te rere o te wairua, ka tāea ngā mea katoa* – if the mind is free and the spirit is willing, all things are possible". This is an example of the knowledge and experience this man has. This is also an example of the messages he conveys to people.

My mother is a great example of a good role model. I am lucky enough to have a great role model in my life. Some of my fellow teenage peers are not so lucky. I have seen my peers make bad choices and have bad behaviour due to not having a strong mother present in their lives. My mother has groomed me to never give up, to set high goals and keep working hard, despite the throwbacks, until I have achieved. Adults, parents, the time has come. Who are

the leaders of our future? Are you doing your part to ensure the leaders of tomorrow are being prepared today? It is time for all to step up as great role models for teenagers. It is time to show our young people how to live their lives with honor, hope, and assurance. It is time to instill positive and admirable traits within young people. Good role models are important to teenagers, the time has come to step up!



*Ko Putauaki me Taiarahia ngā maunga  
Ko Rangitaiki me Ōhinemataroa ngā awa  
Ko Mataatua te waka  
Ko Kokohinau me Ngahina ngā marae  
Ko Te Pahipoto me Ngāti Tāwhaki ngā hapū  
Ko Ngāti Awa me Ngāi Tūhoe ngā iwi*

# Night Time

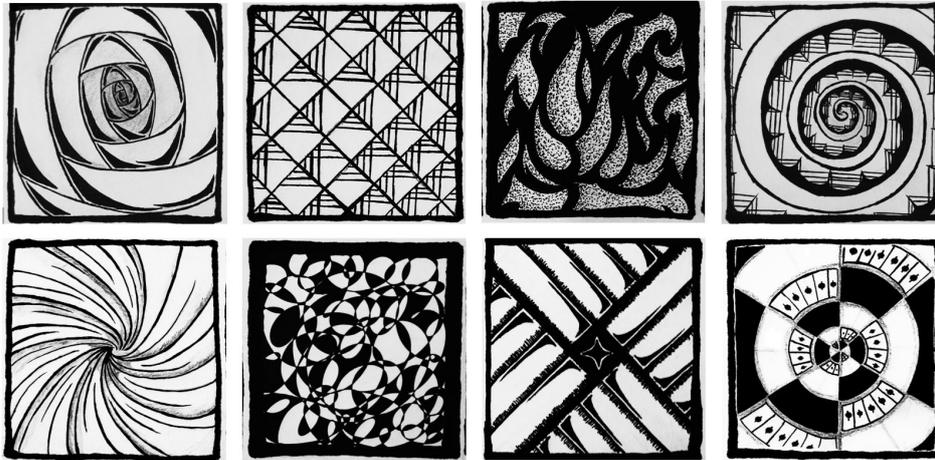
By Xyra Stannard

When dusk turns into dark and the last cicadas sing,  
filling the air with the melody of a high, sweet ring,  
on every leaf, on every petal, when dew has found  
its place to settle,  
shadows close in and darkness falls, twilight  
deepens over all.



# Zentangle designs

Yuxuan Zhang



# The Redwood Forest

By Ava Douds-Napanoy

It was like a magic wonderland as I stood at the highest platform high above the forest floor below me.

Some people say things are breathtaking or it was so beautiful it took my breath away. What did I feel? As I climbed and climbed up and up to the tallest trees in the forest, I felt I could breathe.

There was stillness, yet the trees were so alive. I could see the ground getting further away as each station I climbed higher. It was magical. The colour and the shapes in the light was like being in another land.

Down down below, I could see a rabbit! Not one, but two rabbits. Wild and free, their home among the majestic giant keepers of the forest.

I didn't want this enchantment to end, but for every step up there was a step down. Soon I was back on the ground. Back to where it all began.

Colour and light, still and bright. Fantasy above and the earth beneath my feet.

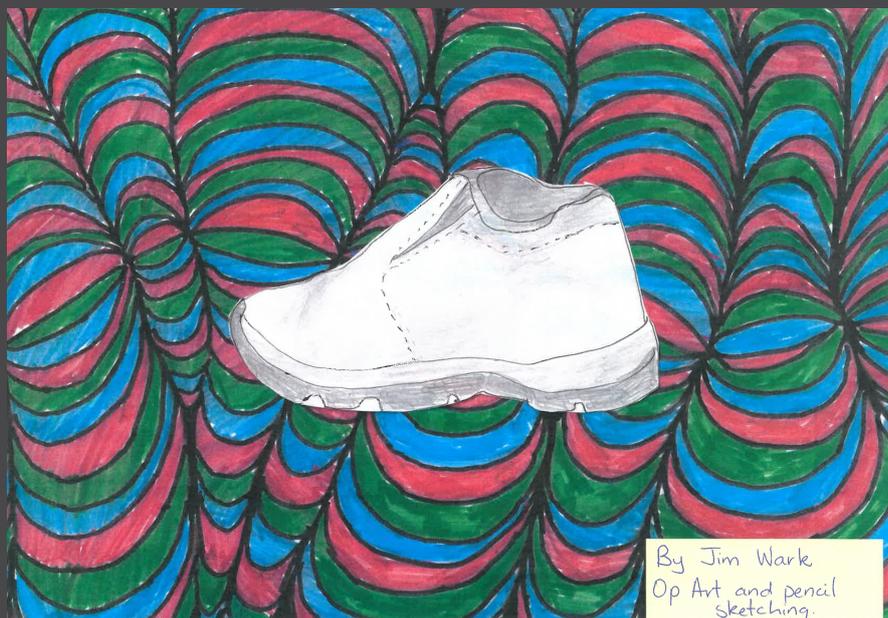
# Owl

Dillin Large



# Shoe contour

Jim Wark





TE KURA  
NEWS  
NGĀ PITOPITO  
KŌRERO Ā TE KURA

# A WARM WELCOME TO OUR NEW BOARD CHAIR, BARBARA ALA'ALATOA

Barbara Ala'alatoa, the Principal of Sylvia Park Primary School in South Auckland, was appointed as Board Chair at Te Kura in September 2019.

Barbara was the inaugural chair of the Education Council and a member of the Tomorrow's Schools Independent Taskforce. She has more than 30 years' experience in teaching and working throughout the education sector. Announcing her appointment, Minister of Education Chris Hipkins described Barbara as an outstanding educational leader who will take forward Te Kura's plans to lift achievement, wellbeing and a sense of belonging for all of our students. She brings to the board a wealth of experience in governance, primary education and teacher training, as well as her cultural knowledge and understanding of the diverse student body enrolled with Te Kura. Her experience includes lecturing at Auckland College of Education and coordinating schooling improvement at the Ministry of Education.

Barbara is excited to be at the country's largest school, where she says ākonga are at the heart of everything we do.



Te Kura Chief Executive Mike Hollings and Board Chair Barbara Ala'alatoa.

# INTERNATIONAL SPACE CAMP 2019

By Bruce Ngataierua,  
Te Kura kaiako



Space Camp has always been a lifelong dream of mine as I imagined blasting off into space in the shuttle when I was a child. I was fortunate to experience that and more when I was given the opportunity to accompany four New Zealand ākonga to Huntsville, Alabama in the July holidays.

The educator programme kept me very busy, with a tightly scheduled week filled with different things to see and do. There were a variety of activities including presentations from guest speakers, mission and equipment simulations, team building, education and engineering challenges plus a tour of the different aspects of the camp. There was also time to get to know others in my team of educators, which included members from seven different countries.

The schedule was full on, but I was pleased as it gave us the opportunity to see and do as much as possible. Some activities I really enjoyed at camp included the simulations. Some were mission-based, and we needed to work together as a team. The first simulation was centred around a Mars colony and the second was a shuttle mission, launching into Earth orbit and executing a landing.

I also enjoyed equipment simulations, which included the multi-axis trainer and 1/6 chair. Both simulators allowed me to experience what astronauts feel when they re-enter the Earth's atmosphere and the gravity of the Moon.

The experiences were exhilarating and taught me that I'd need to be prepared if I wanted to become a space traveler. It isn't always glamorous.

One of the big highlights of the camp was meeting so many teachers from all over the world. There were teachers from 35 different countries, so there were plenty of people to talk to and we all loved talking about space. The best conversations I had were in the evenings when we would chat about our personal experiences and our love for space that we are keen to share with students. I also spent two days in Houston, Texas with my students and visited the Space Centre. It was great to explore aspects of this museum dedicated to space travel.

In summary, I would thoroughly recommend anyone who loves anything space-related to visit Space Camp and experience what it has to offer. The activities and simulations made it an authentic learning experience and I have fond memories as I worked with my team and others at the camp. It was the trip of a lifetime to meet students and educators from all over the world. I was fortunate to experience all the camp had to offer and make connections that will last a lifetime. I look forward to sharing my experiences with my students and colleagues. Ad Astra!

# END-OF-YEAR REPORTS FOR ĀKONGA CAN BE ACCESSED ONLINE

End-of-year reports will be available through the reports portal on our website:

<https://osr.tekura.school.nz/Account/Login/>

Reports will be available in mid-December, when the school year ends.

## **FULL-TIME AND FEE-PAYING ĀKONGA**

Reports for full-time and fee-paying ākonga include comments from their kaimanaaki (learning advisor) and any subject teachers. The online portal also shows work returned by ākonga during the year, along with any NCEA standards they have entered for plus the results.

With the reports being available online, both ākonga and supervisors can log in to see their report. Ākonga can log in by using their student ID number as the username, selecting 'student' as the user type, and entering their date of birth. Supervisors should log in by entering their

email address as the username and selecting 'supervisor' as the user type. If you're a supervisor with multiple ākonga, you'll see a list of all your students to choose from. Click on each name to see their individual report.

When logging in to the reports portal for the first time, you'll be asked to select and confirm a password. Choose something you'll remember but which won't be easy for anyone else to guess.

## **YOUNG ADULTS AND ADULT ĀKONGA**

Young adult and adult ākonga don't receive comments from their teachers, but the reports will show all work returned during the year and any NCEA standards they have entered for plus the results. Log in using your student ID number as your username, select 'student' as the user type and enter your date of birth.

## 2019 NCEA RESULTS

To view the NCEA results you gained in 2019, including any exam results and award of any qualifications, take a look at your Record of Achievement via the NZQA student login from mid-January.

Visit [www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login) then click Students & Learners login.

If you'd like a paper copy of an awarded qualification and/or an official copy of your Record of Achievement, click the Order Documents link.

The first copy of each document is free.

# SPECIAL ASSESSMENT CONDITIONS – APPLICATIONS NOW OPEN FOR 2020

If you have a physical, medical or learning disability you may be eligible for assistance with your NCEA assessments. This is known as Special Assessment Conditions (SAC). SAC exists to ensure all ākonga can demonstrate their full potential.

SAC includes things like:

- being allowed to have someone read or write for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety
- extra time to complete a timed assessment if you have a slow writing speed.

For more information about SAC, check out our website: [www.tekura.school.nz/special-assessment-conditions](http://www.tekura.school.nz/special-assessment-conditions)

If you are eligible, please contact our SAC coordinator Jennifer Hardiman on 0800 65 99 88 extension 8127 or email [sac@tekura.school.nz](mailto:sac@tekura.school.nz) as soon as possible.



## FEEDBACK WANTED TO INFORM OUR 2020 PLANNING

We are working on our 2020 Charter, including our strategic plan for 2020 – 2022 and our annual plan for 2020.

Our charter sets out the overall vision of Te Kura and how we plan to provide services for our ākonga.

We are keen to hear your thoughts to inform our planning for 2020 and beyond.

You should have received a survey asking for your views. If you have not received the survey and would like to be involved, please email Ella Tavernor, our Senior Planning and Reporting Advisor:

[ella.tavernor@tekura.school.nz](mailto:ella.tavernor@tekura.school.nz)

The survey closes on Friday, 17 January 2020.



# Top-up your NCEA credits

Study online with Te Kura Summer School

Don't let a few missing credits get in the way of your future. Te Kura accepts short-term registrations over the summer break for students to earn additional credits or specific standards in NCEA.

For more information, give us a call or visit our website.

 **Te Kura**

**Freephone: 0800 65 99 88**

[www.tekura.school.nz/summerschool](http://www.tekura.school.nz/summerschool)

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